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ABSTRACT

An evaluation was done of New York City Public Schools' Bilingual Resource Instruction for the Development of Gainful Employment Skills Program (Project BRIDGES), which served poor immigrant high school students. The program operated at three Brooklyn high schools (Sheepshead Bay High School, Franklin D. Roosevelt High School, and South Shore High School). It served 405 limited English proficiency students with instruction in English as a Second Language (ESL), native language arts (NLA), content area subjects, and vocational skills. The program served students from many cultures, who spoke a variety of native languages including Spanish, Haitian Creole, Russian, Hebrew, and Arabic. Evaluation of the program was based on demographic data, citywide student test scores, and interviews with and surveys of the program director. In its final year of implementation, Project BRIDGES was fully implemented; provided at-risk students with essential supportive services and individualized instruction; and met its objectives for ESL, NLA, vocational courses, career development, attendance, and graduation requirements. Two appendices summarize the data collection and analysis methods and list instructional materials. (JB)

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ED347241

OREA Report

Bilingual Resource Instruction for the Development of Gainful Employment Skills (Project BRIDGES)

Grant Number: G008635376

1990-91

FINAL EVALUATION PROFILE

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Bilingual Resource Instruction for the Development
of Gainful Employment Skills
(Project BRIDGES)
Grant Number: G008635376
1990-91

FINAL EVALUATION PROFILE

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7/26/91

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools
E.S.E.A. Title VII Evaluation Profile

Bilingual Resource Instruction for the Development of Gainful Employment Skills (Project BRIDGES)

Grant Number: G008635376
1990-91

EXTRACT

PROJECT DIRECTOR: Sandra Abrams FUNDING CYCLE: Year 5 of 5

SITES

School	Borough	Enrollment* (fall)	Enrollment* (spring)
Sheepshead Bay High School	Brooklyn	155	144
Franklin D. Roosevelt High School	Brooklyn	145	131
South Shore High School	Brooklyn	73	55

*The project enrolled 405 students (49 less than in the previous year), serving 373 in the fall and 330 in the spring.

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	180
Haitian Creole	73
Russian	66
Hebrew	19
Arabic	10
Other Languages	39
Unreported	18

Countries of Origin	Number of Students
Haiti	72
U.S.S.R.	67
Mexico	33
Dominican Republic	26
Israel	22
Colombia	19
Other Spanish-speaking countries	73
Asian countries	9
Other countries	53
Unreported	31

Mean Years of Education in Native Country: 7.8; in the United States: 2.1

Percentage of Students Eligible for Free Lunch Program: 70.1

ADMISSION CRITERIA

Students at risk of dropping out of school and whose Language Assessment Battery (LAB) scores were at or below the 40th percentile were admitted to the project. Teacher recommendations and interviews with parents were required.

PROGRAMMING

Features

Project BRIDGES provided students of limited English proficiency (LEP) with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), content area subjects, and vocational skills.

Strengths and Limitations

Articulation with non-project personnel and individualized student attention, with additional support and counseling, were project strengths.

CONCLUSIONS AND RECOMMENDATIONS

Project BRIDGES completed its final year of operation. It was fully implemented. The project provided at-risk students with essential supportive services and individualized instruction. Project BRIDGES met its objectives for E.S.L., N.L.A., vocational courses, career development, attendance, and graduation requirements. It met two of three its objectives for content area subjects and partially met its dropout prevention objective.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 5)

Title	Degree	Language Competencies	Funding
Site Coordinator	M.A.	Spanish	Part time
Site Coordinator	B.A.	Spanish	Part time
Guidance Counselor	M.A., M.S.	French	Full time
Educ.Assistant	High School	Russian, French, Haitian Creole	Full time
Secretary	High School		Full time

Other Staff Working With Project Students (Total 40)

Degree		Certification		Teaching/Communicative Proficiencies (TP/CP)*	
B.A.	7	Russian	2	French	TP 2
B.S.	2	Mathematics	4	Spanish	TP 4, CP 1
M.S.	7	Spanish	7	Russian	TP 4, CP 1
M.A.	17	Social Studies	5	Haitian Creole	TP 1
M.B.A.	2	Bil. Soc. Studies	1	Hebrew	TP 1, CP 2
P.D.	2	E.S.L.	10	Italian	TP 2
J.D.	1	Biology	1	Chinese	TP 1
Ed.D.	1	English	5		
Ph.D.	1	A.P. For. Lang.	1		
		Guidance	1		
		French	1		
		Bil. Math	2		
		T.P.D.	3		
		D.H.S. (reg.)	1		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Level	Periods Weekly
Beginning	15
Intermediate	10
Advanced	10
Transitional	10

Computer-assisted writing lessons reviewed various occupations, the methods of choosing a career, and the management of job interviews (i.e., techniques, professional language).

See Appendix B for a list of texts.

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- E.S.L. program students will make statistically significant gains in English proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: March 1990; posttest: March 1991.

Number of students for whom pre- and posttest data were reported: 272

Mean gain: 10.0 N.C.E.s (s.d.= 12.2)

Mean gain is statistically significant (t= 13.58, p<.05).

Project met objective.

- English proficient students will make significant gains in English-reading achievement.

Evaluation Indicator: Final course grades.

Of the 20 students who enrolled in English reading in the fall, 75 percent passed. Of the 38 students who enrolled in the spring, 86.8 percent passed.

Project met objective.

Native Language Arts (N.L.A.)

Estimated percentage of students lacking literacy skills: 5

N.L.A. was offered at Franklin D. Roosevelt High School only.

Periods of N.L.A. at Franklin D. Roosevelt High School

Level	Spanish	Chinese
Beginning	5	5
Intermediate	5	5
Advanced	5	0
Advanced Placement	5	0

Class activities focused on raising the level of native language awareness by using a "literature approach" to explore language.

See Appendix B for a list of texts.

*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

- At least 70 percent of students in N.L.A. classes will score at or above the passing criterion of 65.

Evaluation Indicator: Final course grades.

Of the 153 students enrolled in N.L.A. classes in the fall, 77.8 percent passed. Of the 133 students enrolled in the spring, 78.2 percent passed.

Project met objective.

Content Area Subjects

Project students took courses in business, social studies, mathematics, and science that were taught with an E.S.L. methodology.

- Sixty-five percent of the students with two or more years of participation in the program will pass the Regents Competency Test (R.C.T.) in mathematics.

Evaluation Instrument: Regents Competency Test (R.C.T.)

Number of students in project for two or more years: 27

Percentage passing R.C.T.: 29.6

Project did not meet objective.

- At least 70 percent of students will score at or above the passing criterion in subject area classes each semester.

Evaluation Indicator: Final course grades.

Passing Grades in Content Area Courses

	Fall		Spring	
	Enrollment	Percent Passing	Enrollment	Percent Passing
Mathematics	291	57.7	260	68.1
Science	262	74.0	195	80.0
Social studies	319	80.6	279	79.8

Project met objective for science and social studies.

- Seventy percent of the students will score at or above the passing criterion of 65 in business and vocational subjects.

Evaluation Indicator: Final course grades.

Of the 108 students enrolled in business and vocational subjects in the fall, 82.4 percent passed. Of the 123 students enrolled in the spring, 72.4 percent passed.

Project met objective.

Career Development

- Seventy-five percent of the students served will demonstrate competency in work-seeking situations.

According to the project director, all students who had successfully completed their business and vocational courses, and had received individual attention and counseling, had demonstrated competency in work-seeking situations.

Project met objective.

Attendance

- Program students will have higher attendance than mainstream students.

Evaluation Indicator: School and project attendance records.

Attendance Rates

School	Project Students' Rate	Mainstream Students' Rate
Sheepshead Bay High School	84.7	82.6
Franklin D. Roosevelt High School	87.3	86.7
South Shore High School	88.0	86.9

Project met objective.

Dropout Rate

- Program students will have a lower dropout rate than similar non-program students.

Evaluation Indicator: School and project records.

Dropout Rates

School	Project Students' Rate	Mainstream Students' Rate
Sheepshead Bay High School	6.0	10.7
Franklin D. Roosevelt High School	3.9	4.7
South Shore High School	3.5	1.2

The dropout rate for program students was higher than for mainstream students at South Shore High School.

Project met objective at Sheepshead Bay and Franklin D. Roosevelt High Schools only.

Graduation Requirements

- The number of program students graduating from high school will be proportionately equal to or greater than the number of graduating mainstream students.

Evaluation Indicator: Graduation records.

	Graduation Rates	
School	Project Students' Rate	Mainstream Students' Rate
Sheepshead Bay High School	100.0	*
Franklin D. Roosevelt High School	90.0	83.5
South Shore High School	100.0	*

*Comparison unnecessary in view of project students' perfect graduation rate.

Project met objective.

Parental Involvement

Parents at all three schools participated in a Parent Advisory Committee. Parents were informed of students' social and academic progress as well as of graduation requirements. At Franklin D.Roosevelt High School, parents were given a list of diploma requirements translated into Russian. Project staff met individually with parents regarding their childrens' progress and maintained communication via phone calls and letters.

Other Activities

Approximately eight project students participated in a multicultural panel designed to promote mainstream student acceptance of immigrant LEP students (sponsored by "Outward Bound"). A question-and-answer session was conducted to facilitate better understanding.

Project staff provided guidance and counseling services to project students at the three sites. Students freely approached project staff since staff members were well-known to the students and spoke their native language.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

	Number of Students	Percentage
Referred to special education:	4	1.0
Referred to remedial programs:	0	0.0
Referred to gifted and talented programs:	0	0.0
Retained in grade:	43	11.6

MAINSTREAMING

Fifteen students (3.7 percent of participants) were mainstreamed.

Academic Achievement of Former Projects Students in Mainstream

The site coordinator of Franklin D. Roosevelt and Sheepshead Bay High School was responsible for organizing conferences with E.S.L. and subject area teachers to discuss the progress of mainstreamed students. At South Shore High School, the guidance counselor was responsible for student follow-up meetings. Data were available on 18 of the program participants who had been mainstreamed in the previous year. Their subsequent performance is presented below:

Mainstream Subject	Students Enrolled	Students Achieving Passing Grades
English	11	9 (81.8 percent)
Mathematics	9	9 (88.9 percent)
Science	6	6 (100 percent)
Social Studies	12	12 (91.7 percent)
Business/Vocational	3	3 (100 percent)

CASE HISTORY

A. came into South Shore High School as an eighth-grader. He had no English language skills. He began at the lowest level of mathematics and graduated with Advanced Placement competency. A. was selected to participate in "Opportunity to Learn," a program providing career counseling to promising bilingual students. He also participated in a multicultural panel of LEP students working to promote mainstream students' support and understanding. A. was channeled into the computer field as a result of staff guidance and support. He was accepted into the State University of New York (SUNY) at Plattsburg and was enthusiastic at the prospect of going away to school.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a t-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a z-test. The level of significance is set at .05 for all tests.

APPENDIX B

Instructional Materials

E.S.L.		
Turning Points 1, 2, 3, & 4	Iantorno & Papa	Addison-Wesley
Write From the Start	Davidson & Blat	Newbury House Publishers
E.S.L., Transitional		
The Outsiders	S.E. Hinton	Dell
The Cay	Theodore Taylor	Avon
Currents in Poetry		Current Series
Reading Literature 9th grade level	Orange	McDougal, Little
Romeo and Juliet	Shakespeare	McMillan
Of Mice and Men	Steinbeck	Bantam
The Friends	Rosa Guy	Bantam
The Miracle Worker	Paul Gibson	Bantam
Mathematics		
Algebra I	Dressler	Amsco
Math Skills Workbook	Goozner	Amsco
Essential Math Skills	Gafney/Beeves	McGraw-Hill
Key to Algebra, Book I	Rasmussen	Key Curriculum Proj.
Mastering Computational Skills 8,9	Bell/Gawronski	Scott, Foresman Co.
Math for Today	Tobin, Grossman	Sadlier-Oxford
Science		
Biology & Human Progress	Charles Tanzer	Prentice-Hall
Social Studies		
Men & Nations	Mazour & Peoples	Harcourt Brace Jovanovich
National Issues Forum		Kendall-Hunt

N.L.A.

Chinese:

Exploring World Culture
Exploring World History
World Studies (Chinese)
Advanced Chinese Language Readers, Books I, II, III

Spanish:

Narraciones	
El Libro De Arena	Jorge Luis Borges
Bodas De Sangre	Federico García Lorca
Yerma	Federico García Lorca
Cien Anos Soledad	Gabriel García Márquez
El Amor En Los Tiempos Del Cólera	Gabriel García Márquez
Fiesta Al Noroeste	Ana María Matute
El Tiempo	Ana María Matute
Niebla	Miguel De Unamuno
Abel Sanchez	Miguel De Unamuno